



## Pupil Premium Strategy 2019-2020

Amount of Pupil Premium Funding received 2019-2020

### Identified barriers to educational achievement

Number of pupils eligible	36
TOTAL PP received	£ 47 520

Our school has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance and punctuality
- Parental engagement with the school
- Home Learning and ability to support learning at home
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- The number of pupils who are in receipt of Pupil Premium and also supported by other agencies
- Access to language - written and spoken
- Access to extra-curricular activities and those which require additional resources
- Healthy lifestyle choices

### Rationale for expenditure

Good outcomes in 2018-2019 impact statement will mean that continued focussed support is required across the school for pupils with PPG to meet age-related expectations and at least good progress in line with peers. Use of additional adults, including specialist support is in place to enable children to overcome barriers to learning and to support parents by signposting community programmes and services or by enabling through advice and supportive school contact. Many of the parents or carers of pupils with PPG are unable to pay for school trips, home learning equipment and enrichment activities. In order to support learning and experiential opportunities, promote health and fitness

and build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year. In-class additional support and resources is also required to enable pupils with PPG to make good or better progress and this is funded by Pupil Premium grant.

**Key expenditure- how the allocation will be spent.**

Area of spend	Focus	Total Allocation
Additional adult support, including specialist support	Reduce barriers to learning Phonics/ maths/ social development	£ 25 000
Funding for specialist in-class resources	Curriculum, communication and social development	£ 1 000
Funding for extra-curricular activities/ other necessary school equipment	Personal, health and social development	£ 2 340
Funding for milk/ snacks/ breakfast and after-school care	Health	£ 600
Funding for home learning resources/ other necessary school equipment	Phonics/ maths/ communication Personal and health	£ 500
Funding for Forest School	Personal, academic and health	£ 12 570
Funding for enrichment opportunities with artist in residence	Personal, social, well-being and academic achievement	£ 5500

Area of spend	Intended outcomes- why these approaches were taken	Actions
Additional adult support, including specialist support	<ul style="list-style-type: none"> <li>• Ensure progress for PP pupils is at least in line with all pupils</li> <li>• Reduce barriers to learning- sessions designed to support emotional and personal development</li> <li>• Support with social skills and integration for pupils during free play times</li> <li>• Improved confidence for pupils in specified areas</li> <li>• Use of academic and play resources to allow for consolidation and learning of new skills</li> </ul>	<ul style="list-style-type: none"> <li>• PP reviews x6 milestones per year with teachers</li> <li>• LGB monitoring</li> <li>• Specialist 1:1 sessions with pupils according to individual needs</li> <li>• Teaching materials and resources – specialist group resources used for mentoring/ support sessions</li> <li>• Homework club to support with Home Learning tasks</li> <li>• Support during free play opportunities with guided play and social interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• 1:1 or small group interventions planned to meet individual needs</li> <li>• Support within lessons to improve understanding and confidence in reading, writing and maths</li> <li>• Consolidation of learning- time to practise and apply skills</li> <li>• Pre-teaching to prepare pupils for classroom learning to build confidence and higher level starting points for classroom tasks</li> <li>• Pupils on SEN register and PPG have aspirational targets to make good progress</li> <li>• Support for PPG families and their understanding of the importance of learning and aspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review and adaptation of groups for maximum impact</li> <li>• Interventions planned from progress reviews and regular assessments to meet the needs of individuals</li> <li>• TA feedback for teachers informs planned learning opportunities in class</li> <li>• Home Learning monitored weekly and support in place for pupils in school as necessary</li> <li>• Parents and carers engaged to share responsibility and celebrate achievements</li> </ul>
Funding for specialist in-class resources	<ul style="list-style-type: none"> <li>• Pupils are able to use resources as support for learning</li> <li>• Quality additional resources for individual and group work provided</li> <li>• Full range of learning styles catered for</li> </ul>	<ul style="list-style-type: none"> <li>• Apps useful to learners are added to iPads</li> <li>• Useful resources researched and purchased as necessary</li> <li>• Resources used and reviewed by learners</li> </ul>
Funding for extra-curricular activities and other necessary school equipment	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a broad range of clubs</li> <li>• Talents or special skills are acknowledged and developed</li> <li>• Pupils are able to take part in educational trips and other enrichment opportunities</li> <li>• Pupils are able to wear appropriate clothing and have access to resources available to others</li> </ul>	<ul style="list-style-type: none"> <li>• Letters to include information about available funding or offered gratis to PPG families</li> <li>• Teachers and practitioners to identify skills or talents and inform SLT</li> <li>• Specialist equipment or resources available to PPG families as required</li> <li>• Uniform and other equipment purchased to support families</li> </ul>
Funding for milk/snacks and wrap-around care	<ul style="list-style-type: none"> <li>• Promoting a healthy diet by providing nutrition in school</li> <li>• Providing a place where pupils are able to eat breakfast and have an opportunity to spend directed time with peers</li> <li>• After-school care provides an opportunity to support with home learning and to spend directed time with peers</li> </ul>	<ul style="list-style-type: none"> <li>• School Milk forms to be completed by PPG families with Office Manager and identified online for invoice purposes</li> <li>• Breakfast club offered to pupils who may benefit from this resource</li> <li>• After-school care available weekly for each term</li> </ul>
Funding for home learning resources and other necessary school equipment	<ul style="list-style-type: none"> <li>• Phonics Read Write Inc resources used at home to support learning in school</li> <li>• Maths games and resources allow for consolidation of basic skills</li> <li>• Basic equipment purchased, such as pencils and paper or more specific equipment for curriculum learning</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics Read Write Inc resources purchased</li> <li>• Maths resources and games prepared to send home</li> <li>• Resources and equipment provided for use at home</li> </ul>

Funding for Forest School	<ul style="list-style-type: none"> <li>• Personal and social skills developed in a child-centred learning environment</li> <li>• Learning outside the classroom to benefit health and fitness</li> <li>• Developing skills and attitudes to learning which impacts on learning in the classroom</li> <li>• Independence, perseverance and team work developed in participation in FS activities</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in Forest schools opportunities prioritised for PP pupils across the year</li> <li>• Specialist clothing available for PPG</li> <li>• Regular assessments and observations shared with staff to develop holistic picture of PP pupils</li> <li>• Parents engaged to understand the importance of FS activities on their children’s wellbeing</li> <li>• School staff trained to deliver FS sessions</li> <li>• Additional staff required to facilitate Forest School activities</li> </ul>
Funding for enrichment opportunities with artist in residence	<ul style="list-style-type: none"> <li>• Personal and social development in problem-solving and practical activities</li> <li>• Improved confidence in abilities which impacts on well-being and academic achievement</li> <li>• Good adult role-model to demonstrate and facilitate new skills</li> <li>• Opportunities to develop skills and talents</li> <li>• Improved attitude to learning, perseverance and challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Well-planned activities which involve pupils in practical learning opportunities</li> <li>• Liaison with class teachers to complement themes for classroom learning</li> <li>• Products which develop self-esteem and purposeful learning opportunities</li> <li>• Opportunities for families to participate in activities and tasks</li> </ul>

**How will the school measure the impact of Pupil Premium?**

To monitor progress in attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium Grant. At Drapers’ Maylands Primary School the usual cycle of data collection and the monitoring and tracking of each cohort’s attainment will be used to inform pupil progress and identify the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (half termly) and will include the Principal, teachers and other practitioners involved.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, pupils across the school will be considered. There are some pupils who are not eligible for PPG but would still benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors’ School Improvement and Multi-Academy Trust committees.

*Designated staff member in charge: Ms Trudy Spillane (Principal)*

*Nominated governor: Ms Sarah Louise Lawrence*

**Date of next Pupil Premium Strategy Reviews:** December, February, April, May and July.

We are a Rights Respecting School and promote the welfare and health of our children to ensure successful and healthy future lives.

**Links to United Nations Convention for Rights of the Child:**

*Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.*

*Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest.*

*Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.*